



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 11811437
SAU: Windham School Department
School: Windham Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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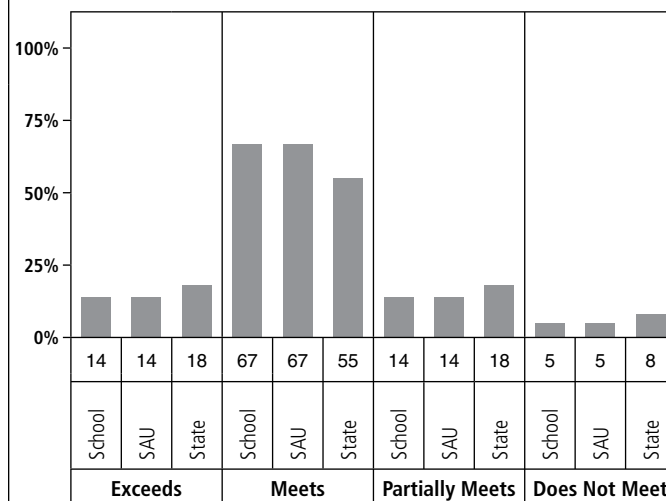
SUMMARY OF SCORES

Test Date: March 2008
Grade: 7
SAU: Windham School Department
School: Windham Middle School

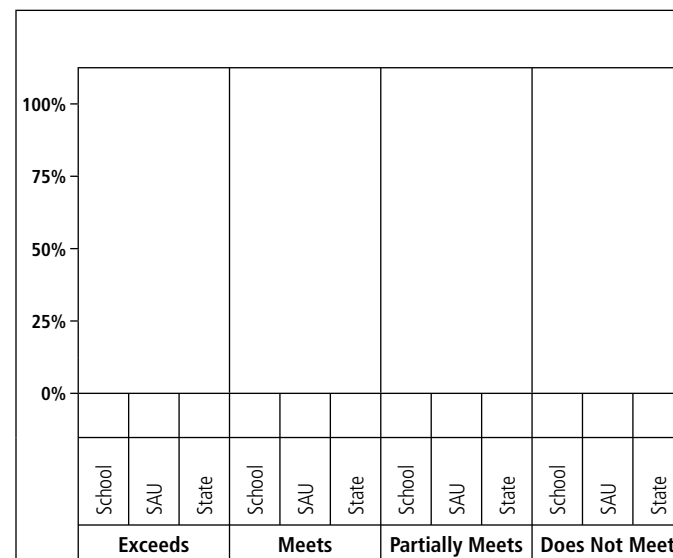
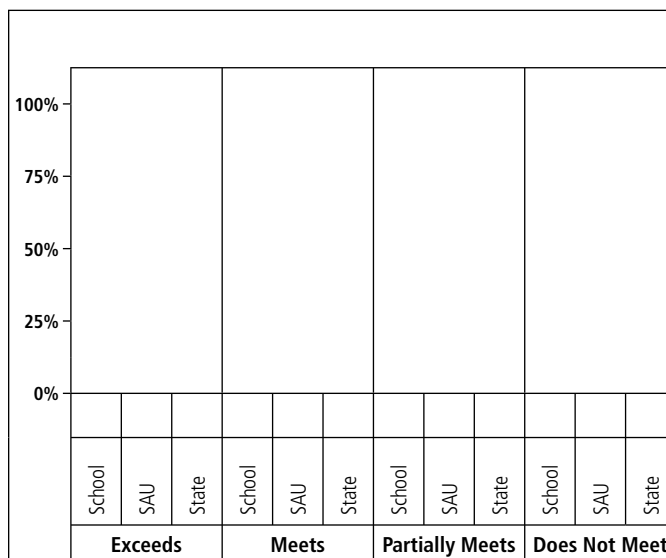
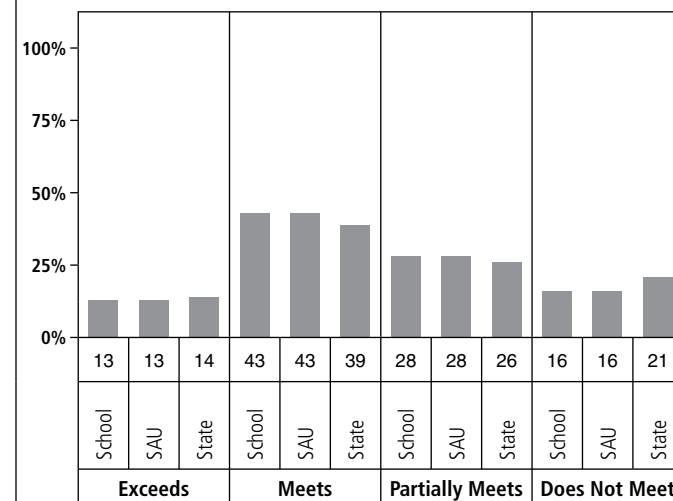
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	746	746	745
2006–2007	749	749	748
2007–2008	750	750	750
Cum. Avg. *	748	748	748
Mathematics			
2005–2006	740	739	740
2006–2007	740	739	742
2007–2008	744	744	743
Cum. Avg. *	741	741	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 7
 SAU: Windham School Department
 School: Windham Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	191	100	191	100	14818	100	189	100	189	100	14698	99	189	100	189	100	14694	99												
Ethnicity African American/Black	4	2	4	2	381	3	4	100	4	100	372	98	4	100	4	100	375	99												
American Indian or Native Alaskan	1	1	1	1	113	1	1	100	1	100	112	99	1	100	1	100	112	99												
Asian or Pacific Islander	3	2	3	2	219	1	3	100	3	100	213	97	3	100	3	100	217	99												
Hispanic	2	1	2	1	178	1	2	100	2	100	176	99	2	100	2	100	177	100												
Caucasian/White	181	95	181	95	13927	94	179	100	179	100	13825	99	179	100	179	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	26	14	26	14	2556	17	25	100	25	100	2508	99	25	100	25	100	2497	98												
Current LEP	3	2	3	2	363	2	3	100	3	100	352	97	3	100	3	100	360	99												
Economically disadvantaged	37	19	37	19	5461	37	37	100	37	100	5408	99	37	100	37	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	165	86	165	86	12195	82	165	86	165	86	12215	82												
Identified disability (PET/IEP)	4	2	4	2	418	3	4	2	4	2	421	3												
LEP	3	2	3	2	183	2	3	2	3	2	183	1												
504 plan	1	1	1	1	181	1	1	1	1	1	182	1												
Participation with accommodations	24	13	24	13	2320	16	24	13	24	13	2303	16												
Identified disability (PET/IEP)	21	88	21	88	1912	82	21	88	21	88	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	3	13	3	13	56	2	3	13	3	13	55	2												
Other	3	13	3	13	244	11	3	13	3	13	226	10												
Participation through alternate assessment (PAAP)	0	0	0	0	178	1	0	0	0	0	176	1												
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	2	1	2	1	27	0	2	1	2	1	28	0												
Non-participation – other	0	0	0	0	93	1	0	0	0	0	96	1												

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 7
SAU: Windham School Department
School: Windham Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	25	12	25	12	1769	11
	2006-2007	31	14	31	14	2630	18
	2007-2008	27	14	27	14	2604	18
	Cum. Total*	83	14	83	14	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	112	55	111	54	7521	49
	2006-2007	133	61	133	61	7605	51
	2007-2008	127	67	127	67	8049	55
	Cum. Total*	372	61	371	60	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	41	20	41	20	3773	24
	2006-2007	38	17	39	18	3000	20
	2007-2008	26	14	26	14	2672	18
	Cum. Total*	105	17	106	17	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	26	13	29	14	2399	16
	2006-2007	16	7	16	7	1620	11
	2007-2008	9	5	9	5	1190	8
	Cum. Total*	51	8	54	9	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	35.9	64.1	35.9	64.1	35.3	63.0
Literary Text	28	50	17.6	62.9	17.6	62.9	17.3	61.8
Informational Text	28	50	18.3	65.4	18.3	65.4	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Windham School Department
 School: Windham Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	189	27	14	127	67	26	14	9	5	750	189	14	67	14	5	750	14515	18	55	18	8	750
Ethnicity																						
African American/Black	4										4						365	10	49	19	22	742
American Indian or Native Alaskan	1										1						110	6	52	24	18	744
Asian or Pacific Islander	3										3						211	26	47	20	6	752
Hispanic	2										2						173	12	54	18	15	746
Caucasian/White	179	24	13	122	68	25	14	8	4	750	179	13	68	14	4	750	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	25	0	0	12	48	9	36	4	16	739	25	0	48	36	16	739	2330	2	30	36	32	735
No	164	27	16	115	70	17	10	5	3	752	164	16	70	10	3	752	12185	21	60	15	4	753
Current LEP																						
Yes	3										3						342	8	46	22	24	741
No	186	27	15	126	68	24	13	9	5	751	186	15	68	13	5	751	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	37	2	5	24	65	7	19	4	11	747	37	5	65	19	11	747	5299	9	51	26	14	745
No	152	25	16	103	68	19	13	5	3	751	152	16	68	13	3	751	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	189	27	14	127	67	26	14	9	5	750	189	14	67	14	5	750	14514	18	55	18	8	750
Gender																						
Female	76	18	24	47	62	9	12	2	3	754	76	24	62	12	3	754	7084	24	55	15	6	752
Male	113	9	8	80	71	17	15	7	6	748	113	8	71	15	6	748	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	6	47	34	12	743
No	189	27	14	127	67	26	14	9	5	750	189	14	67	14	5	750	13569	19	56	17	8	750
Gifted/talented program																						
Yes	0										0						574	61	38	1	0	765
No	189	27	14	127	67	26	14	9	5	750	189	14	67	14	5	750	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 7
 SAU: Windham School Department
 School: Windham Middle School

QUESTIONNAIRE ITEMS	School										SAU						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
		%	N	%	N	%	N	%	N														%
How much homework do you do on school nights?																							
A. none	2	0	0	1	25	1	25	2	50	731	2	0	25	25	50	731	6	9	42	24	25	741	
B. less than one hour	48	10	11	59	66	15	17	6	7	749	48	11	66	17	7	749	50	17	56	19	8	750	
C. one to two hours	46	15	17	61	71	9	10	1	1	753	46	17	71	10	1	753	40	20	58	16	6	752	
D. more than two hours	4	2	25	5	63	1	13	0	0	756	4	25	63	13	0	756	4	19	49	21	11	749	
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																							
A. The questions on the test match what I have learned in reading class.	39	12	17	49	68	9	13	2	3	752	39	17	68	13	3	752	36	24	58	14	5	753	
B. They match some of what I have learned.	52	12	12	69	71	11	11	5	5	750	52	12	71	11	5	750	50	16	58	19	8	749	
C. They match just a little of what I have learned.	9	2	12	7	41	6	35	2	12	746	9	12	41	35	12	746	11	13	45	26	16	745	
D. There is no match.	1	1	100	0	0	0	0	0	0	770	1	100	0	0	0	770	3	4	35	29	31	737	
Which of the following best describes how you rate yourself as a student in reading?																							
A. very good	30	19	34	34	61	3	5	0	0	757	30	34	61	5	0	757	28	35	52	9	5	756	
B. good	55	8	8	75	74	16	16	3	3	749	55	8	74	16	3	749	52	15	60	18	7	750	
C. fair	14	0	0	15	56	7	26	5	19	741	14	0	56	26	19	741	18	3	49	33	15	742	
D. poor	1	0	0	1	50	0	0	1	50	735	1	0	50	0	50	735	2	2	41	28	29	738	
How difficult was the reading part of this test?																							
A. harder than my regular schoolwork	20	3	8	24	67	6	17	3	8	748	20	8	67	17	8	748	16	13	48	23	16	745	
B. about the same as my regular schoolwork	63	13	11	81	70	16	14	6	5	749	63	11	70	14	5	749	65	18	57	18	7	750	
C. easier than my regular schoolwork	17	11	34	18	56	3	9	0	0	758	17	34	56	9	0	758	19	21	57	16	6	752	
How difficult were the reading passages on this test?																							
A. Most of the passages were more difficult than what I normally read.	9	0	0	10	59	5	29	2	12	743	9	0	59	29	12	743	9	5	38	29	28	738	
B. Most of the passages were about the same as what I normally read.	56	10	10	73	70	16	15	5	5	749	56	10	70	15	5	749	55	14	57	22	7	748	
C. Most of the passages were easier than what I normally read.	35	17	27	41	64	4	6	2	3	755	35	27	64	6	3	755	36	28	58	10	4	755	
How hard did you try on the reading part of this test?																							
A. I tried harder on this test than I do on my regular schoolwork.	37	6	9	44	64	13	19	6	9	747	37	9	64	19	9	747	44	18	56	18	8	750	
B. I tried about the same as I do on my regular schoolwork.	58	19	18	73	68	13	12	3	3	752	58	18	68	12	3	752	51	19	56	17	7	751	
C. I did not try as hard on this test as I do on my regular schoolwork.	4	2	25	6	75	0	0	0	0	755	4	25	75	0	0	755	5	9	46	26	19	743	
How much time do you spend reading at home each day?																							
A. more than one hour	17	6	19	24	75	2	6	0	0	752	17	19	75	6	0	752	17	25	57	13	6	753	
B. 20 minutes to an hour	55	14	13	69	66	16	15	5	5	751	55	13	66	15	5	751	45	22	56	16	6	752	
C. less than 20 minutes	14	5	19	16	62	4	15	1	4	751	14	19	62	15	4	751	13	14	56	21	9	748	
D. I rarely read at home.	14	2	8	17	65	4	15	3	12	747	14	8	65	15	12	747	24	8	53	26	13	745	
Optional school/SAU question																							
A.	33	0	0	1	100	0	0	0	0	754	33	0	100	0	0	754							
B.	0										0												
C.	33	0	0	1	100	0	0	0	0	756	33	0	100	0	0	756							
D.	33	0	0	0	0	1	100	0	0	738	33	0	0	100	0	738							

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: Windham School Department
School: Windham Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	23	11	22	11	1646	11
	2006-2007	24	11	24	11	2142	14
	2007-2008	24	13	24	13	2028	14
	Cum. Total*	71	12	70	11	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	75	37	76	37	5497	36
	2006-2007	76	35	76	35	5642	38
	2007-2008	82	43	82	43	5703	39
	Cum. Total*	233	38	234	38	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	62	30	62	30	4514	29
	2006-2007	72	33	72	33	4077	27
	2007-2008	53	28	53	28	3733	26
	Cum. Total*	187	31	187	30	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	44	22	46	22	3797	25
	2006-2007	46	21	47	21	3001	20
	2007-2008	30	16	30	16	3054	21
	Cum. Total*	120	20	123	20	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	9.4	58.8	9.4	58.8	8.8	55.0
Cluster 2: Shape and Size	14	25	5.4	38.6	5.4	38.6	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.6	45.0	3.6	45.0	3.5	43.8
Cluster 4: Patterns	18	32	7.8	43.3	7.8	43.3	7.9	43.9

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Windham School Department
 School: Windham Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	189	24	13	82	43	53	28	30	16	744	189	13	43	28	16	744	14518	14	39	26	21	743
Ethnicity																						
African American/Black	4										4						372	5	24	25	45	731
American Indian or Native Alaskan	1										1						110	5	30	36	29	736
Asian or Pacific Islander	3										3						216	25	34	23	18	748
Hispanic	2										2						175	9	32	30	29	737
Caucasian/White	179	23	13	79	44	50	28	27	15	744	179	13	44	28	15	744	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	25	1	4	4	16	11	44	9	36	733	25	4	16	44	36	733	2321	2	16	26	55	727
No	164	23	14	78	48	42	26	21	13	746	164	14	48	26	13	746	12197	16	44	26	15	746
Current LEP																						
Yes	3										3						356	7	23	24	45	731
No	186	24	13	82	44	52	28	28	15	744	186	13	44	28	15	744	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	37	3	8	6	16	17	46	11	30	735	37	8	16	46	30	735	5301	5	31	31	33	736
No	152	21	14	76	50	36	24	19	13	746	152	14	50	24	13	746	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	189	24	13	82	43	53	28	30	16	744	189	13	43	28	16	744	14517	14	39	26	21	743
Gender																						
Female	76	6	8	38	50	21	28	11	14	743	76	8	50	28	14	743	7086	14	40	26	20	743
Male	113	18	16	44	39	32	28	19	17	745	113	16	39	28	17	745	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	4	23	36	37	733
No	189	24	13	82	43	53	28	30	16	744	189	13	43	28	16	744	13572	15	40	25	20	743
Gifted/talented program																						
Yes	0										0						575	64	31	3	1	765
No	189	24	13	82	43	53	28	30	16	744	189	13	43	28	16	744	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 7
 SAU: Windham School Department
 School: Windham Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	1	25	0	0	2	50	1	25	739	2	25	0	50	25	739	6	7	29	26	37	734
B. less than one hour	48	6	7	41	46	26	29	17	19	742	48	7	46	29	19	742	50	13	39	26	22	742
C. one to two hours	46	14	16	36	42	24	28	12	14	745	46	16	42	28	14	745	40	15	42	26	17	744
D. more than two hours	4	2	25	5	63	1	13	0	0	753	4	25	63	13	0	753	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	27	8	16	22	44	16	32	4	8	747	27	16	44	32	8	747	32	21	40	23	16	747
B. They match some of what I have learned.	59	13	12	49	44	28	25	21	19	743	59	12	44	25	19	743	50	12	42	27	19	743
C. They match just a little of what I have learned.	12	2	9	9	39	8	35	4	17	742	12	9	39	35	17	742	15	7	32	31	30	737
D. There is no match.	2	0	0	2	50	1	25	1	25	738	2	0	50	25	25	738	3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	23	16	36	21	48	5	11	2	5	756	23	36	48	11	5	756	25	34	42	13	11	753
B. good	51	6	6	47	49	25	26	17	18	742	51	6	49	26	18	742	47	10	45	27	18	743
C. fair	23	1	2	12	28	22	51	8	19	738	23	2	28	51	19	738	23	3	30	36	32	735
D. poor	3	0	0	2	33	1	17	3	50	731	3	0	33	17	50	731	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	39	6	8	31	42	25	34	11	15	742	39	8	42	34	15	742	36	6	38	29	27	738
B. about the same as my regular schoolwork	52	7	7	44	45	28	29	18	19	742	52	7	45	29	19	742	53	13	42	27	18	744
C. easier than my regular schoolwork	10	10	56	7	39	0	0	1	6	762	10	56	39	0	6	762	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	46	7	8	38	44	28	32	14	16	742	46	8	44	32	16	742	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	48	14	15	37	41	24	26	16	18	744	48	15	41	26	18	744	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	5	2	20	7	70	1	10	0	0	754	5	20	70	10	0	754	5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	10	0	0	6	33	4	22	8	44	731	10	0	33	22	44	731	9	15	37	25	23	742
B. two or three days a week	34	7	11	25	40	19	30	12	19	742	34	11	40	30	19	742	20	13	41	26	20	743
C. two or three times each month	44	12	15	38	47	22	27	9	11	747	44	15	47	27	11	747	30	15	40	27	18	744
D. never or almost never	13	4	17	12	50	7	29	1	4	747	13	17	50	29	4	747	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	35	7	11	22	34	17	26	19	29	740	35	11	34	26	29	740	20	17	39	23	22	744
B. two or three days a week	30	11	20	25	45	18	32	2	4	749	30	20	45	32	4	749	29	16	40	25	19	744
C. two or three times a month	22	3	8	19	48	11	28	7	18	744	22	8	48	28	18	744	26	13	40	28	20	743
D. never or almost never	13	2	8	14	56	7	28	2	8	745	13	8	56	28	8	745	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	3	50	2	33	1	17	738	3	0	50	33	17	738	8	7	32	26	35	736
B. 30–45 minutes	37	8	11	27	39	21	30	14	20	743	37	11	39	30	20	743	41	12	38	27	23	741
C. 45–60 minutes	52	14	14	45	46	29	30	10	10	746	52	14	46	30	10	746	41	17	42	24	16	745
D. more than 60 minutes	7	1	8	7	54	0	0	5	38	740	7	8	54	0	38	740	10	15	38	25	22	743
Optional school/SAU question																						
A.	33	0	0	1	100	0	0	0	0	754	33	0	100	0	0	754						
B.	0										0											
C.	33	1	100	0	0	0	0	0	0	772	33	100	0	0	0	772						
D.	33	0	0	1	100	0	0	0	0	744	33	0	100	0	0	744						